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ABSTRACT

This study examines the coverage of the Metropolitan Community Colleges of Kansas City (Missouri) by the printed media. It discusses the importance of developing an image for the district and briefly surveys the history of community-junior colleges in Kansas City since 1915. The Sanford-Greendahl Copy Value Rating Scale was applied to all printed coverage by the major Kansas City newspaper for two years, 1965 and 1975, selected because they represent the years in which the district submitted bond issues to the public; bond issues which passed in 1965 but failed in 1975. Results of the study indicated: (1) a drastic decrease in coverage in 1975 from 1965; (2) a marked decrease in the judged value of 1975 articles compared to 1965 articles; and (3) a 70% decrease in institutional and individual human interest stories from 1965 to 1975. Recommendations include: in-service training for district personnel in the area of district image and the media; better communication with the media concerning the day-to-day operation of the district; communication of the community college story in understandable language; cooperation with the press in obtaining coverage; and communication to the press of how well the college is meeting its goals and objectives. (Author/JDS)

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# A STUDY OF A COMMUNITY COLLEGE IMAGE BY A SURVEY OF THE MEDIA

by

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A PRACTICUM PRESENTED TO NOVA UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF EDUCATION

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## INTRODUCTION

Professor Dale Tillery of the University of California at Berkeley in his study - A COLLEGE FOR EVERYONE - states that the community college is an emerging institution with multiple historical roots. Since its own identity has been closely tied to the changing functions of other educational institutions, particularly the public schools and the Land Grant Universities, its educational philosophy is both eclectic and frequently misunderstood.[1.]

This practicum on Societal Factors is addressed to this identity problem of many community colleges within their own communities based on the belief that misunderstanding on the part of the public as to the role of the community college is in part due to the failure by the community colleges to present their philosophy in an understandable manner and to make the best use of the media in reaching their public.

To be more specific, the Metropolitan Community Colleges recently conducted a 59.9 million dollar bond campaign which failed.

The Kansas City Times commented editorally, "In the post-mortem on the bond debacle, the Metropolitan Community Colleges presented a recital of excuses both sublime and ridiculous."[2.] Following an analysis of what the Metropolitan Community Colleges had stated to explain the defeat in

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1. Medsker, Leland L., and Dale Tillery. Breaking the Access Barriers, Carnegie Foundation for the Advancement of Teaching, 1971, p. 37.
2. The Kansas City Times, November 1, 1975, p. 96.

the bond campaign, the editorial concluded with this comment, "...the best campaign usually is to tell the people what is needed, explain why it is needed, and to present specific plans showing that it will be done well at the lowest possible cost."[3].

This practicum attempted to analyze how well the Metropolitan Community Colleges in the greater Kansas City area have in their ten year history told the people what is needed, explained to the people why it has been needed and also how well this has been accomplished in the use of the local media which in turn is the main instrument from which the philosophy of the community colleges can and does reach the general public.

This practicum presents a survey of the identity problem shared by many of the community colleges over the United States; presents a blueprint of what experts in the field of community college education consider the "correct" image and goals of community colleges; states a background study of the Metropolitan Community Colleges under study; and presents findings of news coverage of the Metropolitan Community Colleges for the years 1965 and 1975.

## BACKGROUND AND SIGNIFICANCE

The two-year college movement in this country is in a state of dramatic change and development. This condition is reflected in the nomenclature of such colleges, in the educational purposes and populations they serve, and in the recognition and support accorded to such colleges by the public. The comprehensive two-year community college is generally regarded to be

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[3]. Kansas City Times, November 1, 1975, p. 96.

the most dynamic and fastest-growing segment of education in America. Any institution growing at a rapid rate can be expected to suffer from "growing pains" and community colleges are no exception.

One of the most significant problems confronting community colleges is that of developing and promulgating an identity which will facilitate its further development and its ability to mobilize resources appropriate to the educational needs it attempts to serve.

As the public becomes increasingly aware of the community college, a number of paradoxes appear which limit public understanding and blur the identity of this newest and fastest growing segment in American higher education.

Terry O'Bannon suggests that such paradoxes are understandable when one studies both the growth and development of the community-junior college system. He suggests that administrators and faculty are zealously proud of the excellence of their academic programs which propel students into four-year colleges and universities but that they also broadcast their willingness to play an ever greater role in vocational training. Also, he points out that the community college is generally viewed as places where high school graduates can receive two more years of public education and thus it appears to the public incongruous that half of community-junior college students are twenty-one years of age or older. Institutions once called "junior colleges" change their names to "community colleges" and often leave the public wondering why. Educated consumers, taught that "they get what they pay for," question how the community-junior colleges can claim both high quality and low cost.[4.]

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[4.] O'Bannon, Terry, Teachers for Tommorrow. University of Arizona Press, 1972, p. 1.

Community-junior colleges, attempting to be all things to all people, often find themselves in an "identity crisis" according to Edmund J. Gleazer since they are also different things to different people.[5.]

Despite these paradoxes, however, the growth of community colleges proceeds at a phenomenal rate. In the fall of 1970, nearly 2,400,000 students were attending 1,070 community-junior colleges.[6.] This was four times the number of community-junior college attending in 1960 and nearly twice the number of community-junior colleges.[7.]

Educators close to the movement and committed to its comprehensive goals are aware that it is more than a hasty response to a frantic need. They know that the wide-ranging interests and aptitudes of young and adult men and women who enter through the "open door" have necessitated the multi-directional aims of the colleges. Further, they know that the community colleges have developed a tradition of attitudes and ideals which has the potential to fuse their diversity of peoples and programs. This knowledge on the part of educators, however, makes the identity crises all the more frustrating if the goals and objectives of community college education remains vague and paradoxical for the general public. An example of this problem exists in the Metropolitan Community Colleges under study in this practicum. In April of 1975, the results of a study made by the Metropolitan Community Colleges showed that most people in the District know little or nothing about the community college system.[8.] In an article appearing in the Metropolitan newspaper, Barry Garron, education writer, reported that despite rapidly increasing enrollment, the study proves that

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5. Gleazer, Edmund J., Jr., "Emerging Role of the Community Junior College," Peabody Journal of Education, XLVII, No. 4 (July, 1971), p. 225.
6. Junior College Journal, February, 1971.
7. loc. cit.
8. District Survey to Determine the District's needs in the next 10 years. Results presented to the May Board Meeting of the Trustees.

there is an identity problem. Of the 1,708 persons selected at random in the District, 76 per cent said they knew little or nothing of Longview, Maple Woods, or Penn Valley Community Colleges.[9.] It seems a fair evaluation to state that if 1,297 individuals out of 1,708 individuals failed to know little, if anything, concerning the three colleges of the Metropolitan Community College District, that a major identification problem exists ten years after the Metropolitan Community College District was established. Another series of articles in the Metropolitan newspaper would indicate that the administration, trustees and the colleges of the other Metropolitan System are not considered or known as community leaders and forces. In July of 1975, the arcicles on the POWER/STRUCTURE of the Greater Kansas City Area failed to consider that the Metropolitan Junior College District - Kansas City had any influence in either the present decision-making within the greater Kansas City community or with the development of leadership for the community. Also, in a list of names of prominent leaders within the community, no mention was made of anyone associated with the Metropolitan Junior College District or one of its four colleges.[10.]

This lack of identity and influence is more difficult to understand with the realization that, while the community college system is only ten years of age, within the Kansas City community, the junior college system from which the community college district developed has been a part of the educational picture since 1915.

The institution which formed the nucleus of Metropolitan Junior College-Kansas City was founded in 1915 by the Kansas City Board of Education. Originally, there were six divisions of the school. In addition to the junior

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9. "Schools Lack Identity" by Barry Garron, Kansas City STAR, Section A, p. 12 (April 9, 1975)

10. "The Power Structure in Kansas City" by Harry Jones and Michael Corrigan. A series of three major articles printed in the Kansas City STAR. Section A, on July 23, July 24, and July 25, 1975. p. 1 for each article.

college, there were a teacher training school, a high school, a mechanical arts school, a trade school, and a business training school. Shortly afterwards, a nurses' training school was also added. As long as this organization prevailed, the school was known as the Kansas City Polytechnic Institute. Because of the rapid growth of the junior college and the resulting need for more space, however, most of the other divisions were transferred to other institutions. The business training school was retained, and in 1919 these divisions were combined in the Junior College of Kansas City.

The next experiment in junior college education was begun in 1930. The School Board initiated the Northeast Junior College of Kansas City. Following the recommendations of such educators as Dr. L. V. Koos of the University of Chicago, this combined the last two years of high school and the two years of junior college into a three year course of study. In 1937, the Northeast experiment was discontinued, and a number of the instructors who had taught in this program joined the faculty of the Junior College of Kansas City.

Before this experiment was brought to an end, however, the School District created another junior college at Lincoln high school. The Lincoln Junior College was established in 1936 and continued to operate until 1954 when its students transferred to the Junior College of Kansas City.

During the nineteen thirties when the experiments in junior college education were initiated at Northeast and Lincoln high schools, the Junior College of Kansas City continued to operate as it had done since 1919. In 1942, however, it was brought together with the Teachers College of Kansas City, which had begun as the teacher training school of the Polytechnic Institute. The new institution was called the Kansas City Junior and Teachers

College. In 1944, the Teachers College division was discontinued, and for the next twenty years the school was again known as the Junior College of Kansas City.

In May of 1964, the voters of the Kansas City, Belton, Center, Grandview, Hickman Mills, Lee's Summit, North Kansas City, and Raytown school districts created a special junior college district. At that time, the Kansas City Board of Education agreed to transfer its junior college to a new district, so that it became Metropolitan Junior College - Kansas City. Since the reorganization, the affairs of the college have been governed by a Board of Trustees composed of six members. Three were elected by the voters of the Kansas City School District and three were elected by the voters of the other school districts until a court decision made the election of the six board members basic to the equal representation of the rule of one vote equalization.

In November, 1965, voters of the Metropolitan Junior College District-Kansas City, Missouri, authorized, by a four-to-one majority, the sale of slightly over $25 million in bonds. These bonds were to be used to purchase three sights of ground for the junior college and to construct buildings on a central site - the first site to be developed.

After conducting a site search and evaluation, the Board of Trustees decided to purchase and develop a 150 acre tract - commonly referred to as the Bennington Site - located in the northwestern section of Raytown School District. An architectural firm was selected, land purchased, engineering studies were made, and considerable development planning undertaken.

Shortly after the Bennington site was selected, critical problems developed which threatened the future of Metropolitan Junior College. The Metropolitan community was seriously divided on the question of the suitability of the Bennington site to meet the perceived needs of the college

district. Although it was geographically near the center of the District, a number of individuals and groups concerned with the future of education in the metropolitan region believed the Bennington site to be too far removed from areas of greatest need. In addition, it was believed that the site did not meet the implied intent of the bond issue.

Because of the adverse public reaction and divided opinion among Board members, the Board decided to halt development work and appoint a Citizen's Advisory Committee to assist in the selection of a consulting firm to undertake a comprehensive study of the problem and formulate long-range plans for the development of a truly comprehensive Metropolitan Junior College. The Board of Trustees and its Citizen's Advisory Committee selected Arthur D. Little, Inc. to carry out this assignment.

The Arthur D. Little Company was retained in 1967 by the Board to provide through an intensive study of the critical factors relating to District development, a master plan for the District. A part of the plan was to be recommendations upon which the Board could act in moving the District forward. The report by Arthur D. Little Company was made to the Board in February of 1968. A full written report in three volumes was presented in May of 1968.

The Little report to the Board of Trustees contained a number of critical recommendations and supporting documentation. Volume One, the Executive Summary, contained the basic study recommendations; Volume Two, Guidelines for Development, projected a course of action if the recommendations of the report were accepted; and Volume Three provided hard data and other considerations made in the study. Since February of 1968, the Arthur D. Little Report has served as a basic blueprint for District development.

As such, its recommendations have been closely observed in the process of District Advancement.[11.]

The major and most significant recommendations of the Arthur D. Little report were:

A. The District should undertake the simultaneous development of three colleges, each providing comprehensive community services.[12.]

B. The development of permanent physical facilities for the three colleges should take place in two phases; phase I to be from 1968 to 1974, phase II to be from 1974 to 1980.[13.]

C. The full range of alternatives available for financing the development of the District should be utilized. Critical, however, to the overall success of District development would be the planning for a second general obligation bond issue.[14.]

D. A District administration should be established to give leadership and direction to implementing the report.[15.]

E. The excellent two-year transfer program of the college should be augmented with strong efforts related to occupational programs, community service efforts, and co-operative work experience programs.[16.]

The recommendations in the Arthur D. Little study contained two additional and critical considerations.

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11. Phase II Development. Office of the Chancellor, Metropolitan Junior College District - Kansas City, 1972, p.3
12. Arthur D. Little Report, Vol. 1, p.2
13. Ibid., p.3
14. Ibid., p.4
15. Ibid., p.5
16. Ibid., p.6

1. The sequence and timing schedule contained in Volume Two of the report provided a general framework in which district development should occur.
2. The report recommended that during the process of development, periodic "in-house" evaluation of progress should be made.[17.]

The Board of Trustees of the Metropolitan Community Colleges voted at the regular meeting June 19, 1975, to accept an MCC staff prepared ten year Master Plan outlining General Guidelines for District-wide growth and development; to submit a $59 million Bond Issue to the voters, to convert the Metropolitan Institute of Community Services to a fully accredited fourth college, and to raise student fees and tuition.[18.]

The Master Plan accepted by the Board is a basic planning document for the development of the Metropolitan Community Colleges which includes curriculum, facilities development, staff, enrollment projections, and fiscal considerations. An extensive building program and expansion of the Metropolitan Institute to a fourth college - a college without walls - are the plan's major components.

According to Chancellor Ervin L. Harlacher, "This is the first time a Master Plan for the District has been developed from within, based on the input of a cross-section of the MCC community. Furthermore, the plan has a built-in mechanism to prevent obsolesence. It will be updated annually, to keep our system flexible with the times."[19.]

This detailed history of the evolution of the present-day Metropolitan Community Colleges has been presented to suggest first, that the educational

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17. Arthur D. Little Report, Volume II, p. 81f.
18. Ibid., p. 81.
19. Minutes of the Board of Trustees, (June 19, 1975).

system has over the years presented a number of news value copy to have become fully identified within the community. Second, it would appear that such identity has not really been established.

Three professional journalists have stated in their textbooks on news coverage that (1) the old journalistic weakness for emphasizing trouble rather than achievement is part of the difficulty in achieving a balanced presentation of the news of education; however, (2) the extreme sensitivity of school and college administrations to criticism handicaps even their defenders when they embark on a purely fact-finding educational story.[20. 21. 22.]

In a situation as mentioned in the second statement above, there is little possibility for a constructive dialogue and the educational system and the press may easily drift into postures of mutual hostility. In part, this may be one of the problems faced by the Metropolitan Community Colleges since over the years there has been at issue a question of mutual respect between the administration of the college district and local educational reporters.

What is presented in the research of this practicum would seem to indicate that the Metropolitan Community Colleges have had press coverage, but often the wrong type of coverage to establish in the minds of the readers, (who are the public for the college system), a positive identification of the college, its goals and objectives.

## PROCEDURES

In order to compare the newspaper coverage of 1965 to that in 1975, the

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20. Hohenberg, John, The Professional Journalist, Holt, Rinehart and Winston, New York, 1973, p. 383.
21. Hough, George A., News Writing, Houghton Mifflin Company, Boston, 1975, p. 87f.
22. Fedler, Fred, Reporting for the Print Media, Harcourt, Brace Inc., New York, 1973, pp. 169-74.

Sanford Greendahl Copy Value Rating Scale was applied to each article from each of the two years.

While the newspaper serves in all its areas as a communicator, certain divisions of the newspaper serve best to transfer both quick and accurate information and create an image value for purposes of public relations.

The Sanford-Greendahl Copy Value Rating Scale pinpoints those areas established by Edmund C. Arnold in his MODERN NEWSPAPER DESIGN - as the headline, the first paragraph, (lead paragraph) of a story, the total inches devoted to the story and the classification of the story for the objective value. In addition, a subjective value is given to each article by the evaluator making a value judgement of the individual copy.

The Sanford-Greendahl scale is based on a 0 - 5 point system for each of the five categories on the scale amounting to a totle possible score of 25.

The following criteria exists for each of the divisions of the scale:

| CATEGORY | CRITERIA | EXAMPLE |
|---|---|---|
| #1. HEADS (headlines) | 5 Headline should contain unusual mixture of words which contain positive element while maintaining easy and understandable readership. | Council Approves Budget in Shortest Session Ever |
| | 4 Headline should contain future tense or use of infinitive, gerund or principle in either body or kicker. However, use of future tense will satisfy general rating of 4 value. | Ancient Church Carillon to Find Home in Museum |
| | 3 Headline is standard - attracts in general reader interest. Headlines using past tense (ed) automatically falls into this rating value. | Schools Open For Fall Term |

| CATEGORY | CRITERIA | EXAMPLE |
|---|---|---|
| #1 HEADS (Headlines) | 2 Headline should contain a negative element, stated or implied. | False Fire Report Evacuates Schools |
| | 1 Headline contains terms which gives reader minus rationale such as - defeat, fired, resigned, quake, accident, missing funds, false statement, lay offs, storm, recession, etc. | Casualties Mounting as Fires Break Out |
| #2 FIRST GRAPH (lead paragraph) | 5 Five points are scored if the first paragraph contains a concrete noun, active verb, modifier, identifies person, institution or organization, and has an interest level stated within 35 - 50 words of the coverage. | |
| | 4 has four of the above elements. | |
| | 3 has three of the above elements. | |
| | 2 has two of the above elements. | |
| | 1 has one of the above elements. | |
| #3 TOTAL INCHES<br>#4 CLASSIFICATION | The following value is given to each piece of copy: | |
| | 5 News story. | |
| | 4 Feature coverage - institutional nature | |
| | 3 Feature coverage - human interest | |
| | 2 Editorial content, (include letters) | |
| | 1 News item of notice value | |

| CATEGORY | CRITERIA | EXAMPLE |
|---|---|---|
| #5 VALUE JUDGEMENT OF CONTENT MATTER | This is subjective but each evaluator is asked to read the article and form a value judgement on a scale of 1 to 5, (5 being excellent with 1 being poor), which gives in the opinion of the evaluator the image the reader would perceive from the article. | |

Each of the two evaluators rated each article for both years on a rating sheet (see appendix). In cases where the two evaluators disagreed by more than two points, a third or compromise evaluation was given by an outside party. Of the 187 total articles for 1965 and 1975 a compromise evaluation was needed in twelve cases.

The two or three ratings were then averaged for each of the five categories and a total score for each article was computed. An example of the rating scale applied to an article can be found in the appendix.

For the purpose of this study, a total of nine comparisons were made from the collected data.

1. The most obvious comparison is the difference in the total pieces of news in 1965 compared to 1975. (See Figure 1).
2. In the same vain, a comparison of the amounts of coverage per month was made. (See Figure 2)
3. The average rating (1-5) for category number 1 (Heads) in 1965 was compared to 1975 (see table 1). The average for each category and dividing by the total number of articles for that year.
4. The average rating for category number 2 (First graph) in 1965 and 1975 was compared (See Table 1).

5. The average rating for category number 3 (Inches) in 1965 and 1975 was compared (see Table 1).
6. The average rating for category number 4 (Classification) in 1965 and 1975 was compared (see Table 1).
7. The average rating for category number 5 (Value in 1965 and 1975 was compared (see Table 1).
8. The average total rating for categories 1 through 5 was compared (see Figure 3).
9. The final comparison was between the specific types of articles as ranked in category number 3 (see Table 2).

## RESULTS

The following figures and tables represent the tabulation of data collected on newspaper articles concerning the Metropolitan Community Colleges in 1965 and 1975.

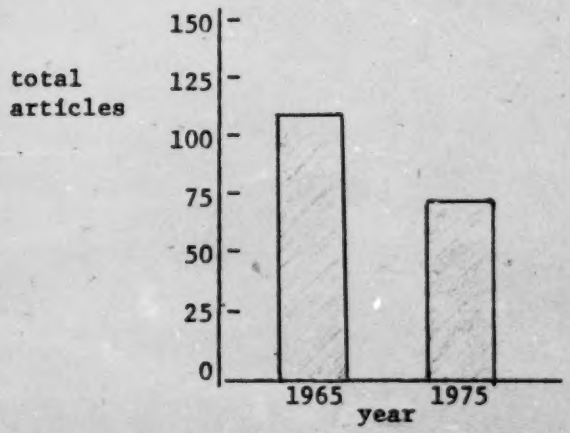


Figure 1
Total Articles for 1965 and 1975.

From Figure 1 a drastic decrease in coverage of the district in 1975 from 1965 can be seen. This difference is more clearly seen in Figure 2, which is a monthly comparison of the two years. Notice that there were

more articles in the two months surrounding the bond election in 1965 than in the entire year of 1975. It should be noted that the bond election of 1965 was in November and the election of 1975 was in October. This accounts for the difference in the dates of peak periods in 1965 and 1975.

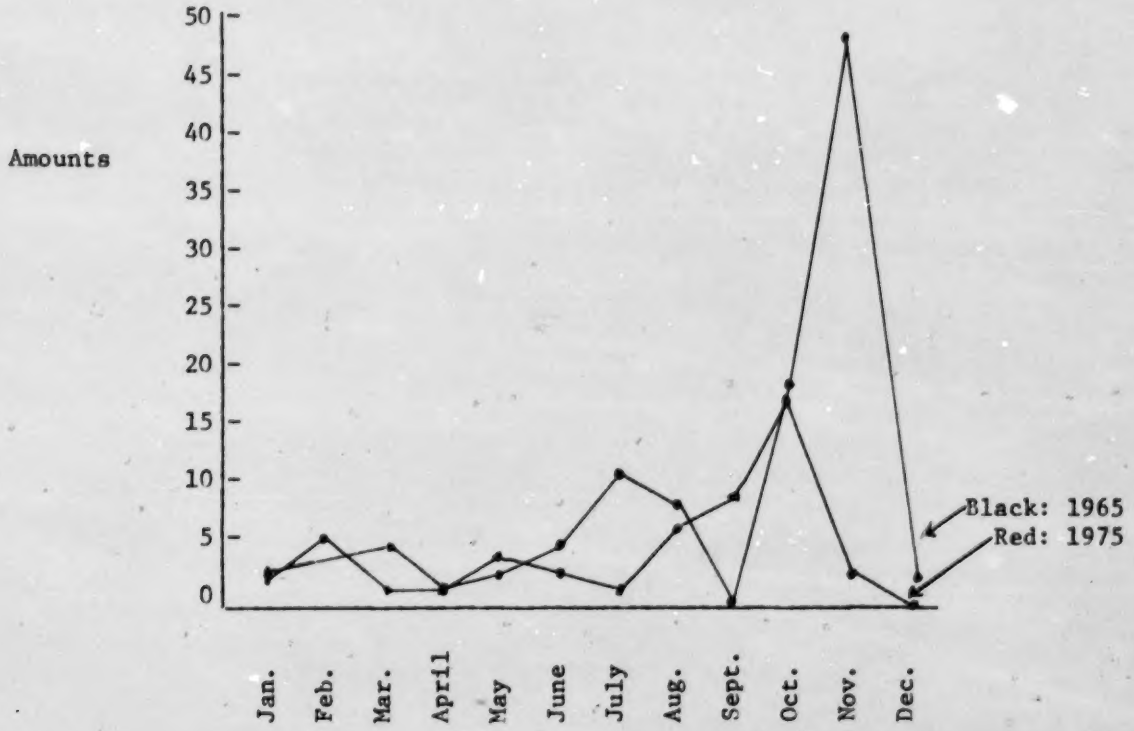


Figure 2
Amount of Articles Per Month in 1965 and 1975.

Table 1
Average Ratings Per Category for 1965 and 1975.

| CATEGORY | 1965 | 1975 |
|---|---|---|
| #1 HEADS | 3.33 | 3.25 |
| #2 FIRST GRAPH | 4.60 | 4.78 |
| #3 INCHES | 2.72 | 2.36 |
| #4 CLASSIFICATION | 3.82 | 4.01 |
| #5 VALUE JUDGEMENT OF CONTENT MATTER | 3.98 | 3.39 |

In Table 1, the comparison of each category on the Sanford-Greendahl scale can be seen. A slight decrease in categories 1 (Heads and 3 (Total inches) from 1965 to 1975 is visible. A slight increase from 1965 to 1975 can be seen in categories 2 (First graph) and 4 (Type of article). The most apparent change can be seen in category 5, where the judged value of the article in 1975 was almost .6 of a point less than in 1965. This should be considered a marked decrease in the value of the 1975 articles. In Figure 3, the total value of 1975 articles has decreased by a little more than 1/2 of a point. On a scale of 1 to 25 this appears to be an insignificant change.

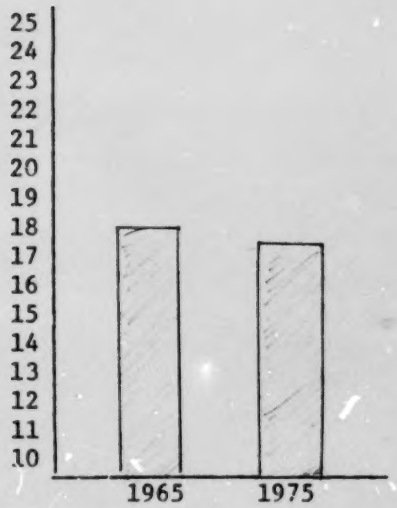


Figure 3
Average Total Score of Articles in 1965 and 1975.

In Table 2 below, a comparison is made between 1965 and 1975 according to the amount of each type of article listed in the Sanford-Greendahl scale. The most drastic decrease apparent here is in the amount of human interest stories. Both institutional and individual human interest stories decreased by over 70%.

Table 2
Total Number of Articles According to Type in 1965 and 1975.

| CLASSIFICATION | 1965 | 1975 |
|---|---|---|
| 1. News | 54 | 47 |
| 2. Human Interest (Institutional) | 14 | 4 |
| 3. Human Interest (Individual) | 17 | 4 |
| 4. Editorial | 19 | 12 |
| 5. Notice Value | 10 | 6 |

## RECOMMENDATIONS

This practicum recommends that both the District Administration and the administrators of the four colleges with the Metropolitan Community College System study its findings in hope that the accomplishments, goals

and objectives of the District might in the future receive wider and more positive coverage within the area.

Specific recommendations to be considered would include the following:

1. Some type of in-service training by provided so that administration, faculty and staff of each college and the district might better understand how the image of the district or a college might be presented to obtain maximum coverage and understanding by both the professional media and the public.
2. Some effort be made to communicate with all areas of the media the daily story of the accomplishments of the community colleges and to understand the necessities of working with the professional press within their own professional standards.
3. To attempt to communicate the community college story in simple language. For example, a master plan must by it's nature be lengthy and incorporate some educational jargon, but efforts could and should be made to present an abstract of such a study in a simple and concise manner which will be both interesting and news worthy.
4. To recognize the need to cooperate with the press in obtaining coverage. That is, to understand that not every college event will be covered; to give the media advanced notice of events and to understand deadline requirements and time schedules for the television stations. News conferences called in the late afternoon will automatically miss coverage on the six o'clock news just as news stories given to the print media late will seldom receive more than a one or two inch notice.

5. Finally, it is recommended that the District make an evaluation of just how well their goals and objectives are being met and give the results to the professional press in a manner which will again demand positive coverage and on such occasions when the news is not positive, be willing to accept a negative piece of news coverage.

The final suggestion is based on a summary of recent literature on the subject of the purposes of a comprehensive community college. Ferris N. Crawford suggests that much of the misunderstanding concerning the community colleges could be overcome if these same community colleges would constantly show to their public that they are providing the following services. That is, a comprehensive community college should provide for all persons above the 12th grade age level education consistent with the purposes of the individuals and the society of which they are a part. The educational needs appropriate for comprehensive community colleges to fulfill at this time should include:

1. The need for programs of liberal arts and science courses, usual to the first and second years of college, which will provide sound general and pre-professional education of such quality that credits may be transferred to a national or regional accredited four-year college or university and applied toward degrees of the baccalaureat level;
2. The need for occupational (including vocational and technical) programs in the trades, business, industrial, agricultural, and semi-professional fields. Such programs may be remedial in nature or provide for retraining, and may be of long or short duration, depending on the amount of time needed by the student

to complete the requirements for entrance 'nto given occupationals;

3. The need for programs of courses for adults and other community college students, for which credit may or may not be given, designed to profice general education and to improve self-government, healthful living, understanding of civic and public affairs, avocational growth, constructive use of leisure time, personal and family living satisfactions, cultural depth, and to facilitate occupational advancement;
4. The need for individual services to students, including guidance and counseling, assistance in career selection, removal of deficiencies in preparation for college programs, remedial education and compensatory education, as well as personality and health improvement;
5. The need for programs and services for individuals and groups interested in cultural, civic, recreational, or other community betterment projects.[23.]

Or to summarize in another way, according to Ervin L. Harlacher in his study of the community college function and its relationship to the community - the conclusion is that the image is built upon first, a solid foundation of citizen participation and community college interactions, and second on a thorough understanding of the community.[24.]

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23. Ferris N. Crawford, "A Twentieth Century Institution: the Community College: Address delivered at Southwestern College Agreement Conference, Battle Creek, Michigan, November 16, 1961.
24. Ervin L. Harlacher, The Community Dimension of the Community College, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1969, p. 37f

Appendix

NEWS ARTICLE RATING SHEET

Date of article: _____ Practicum code # _____

| | Evaluators | #1 | #2 | C. | Final |
|---|---|---|---|---|---|
| HEAD: _____ | | ___ | ___ | ___ | ____ |
| _____ | | | | | |
| _____ | | | | | |
| FIRST GRAPH (lead paragraph) concrete nouns ____ | | ___ | ___ | ___ | ____ |
| active verbs ____ | | | | | |
| modifiers ____ | | | | | |
| identification ____ | | | | | |
| interest element ____ | | | | | |
| TOTAL INCHES _____ | | ___ | ___ | ___ | ____ |
| CLASSIFICATION | | ___ | ___ | ___ | ____ |
| news | | | | | |
| feature (institutional) | | | | | |
| feature (human interest) | | | | | |
| editorial content | | | | | |
| notice value | | | | | |
| VALUE JUDGEMENT OF CONTENT MATTER | | ___ | ___ | ___ | ____ |

Total Value Points - (25-0)

Points: ____

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